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THE TWENTY-FOURTH MICHIGAN CLASSICAL CONFERENCE

The Twenty-fourth Michigan Classical Conference was held in Ann Arbor on Tuesday, Wednesday, Thursday, and Friday, March 26-29, 1918. It was combined with a Classical Institute, which offered two courses of lectures. The lectures and the sessions were held in Alumni Memorial Hall and were well attended.

At the business meeting of the Conference the following officers were elected for the ensuing year: chairman, Dr. Frederick O. Bates, Detroit Central High School; vice-chairman, Miss Laura N. Wilson, South Grand Rapids High School; secretary, Miss Clara Janet Allison, Michigan State Normal College; Extension Committee, Professor Albert R. Crittenden, University of Michigan; Miss Blanche L. King, Highland Park High School; and the Secretary.

The combined program of the Institute and the Conference follows, as it was actually given, some changes having been made in the preliminary program on account of sickness.

Program

Tuesday Forenoon, March 26

1. Aegean Civilization before Homer: Crete (Illustrated)
PROFESSOR JOHN G. WINTER, University of Michigan
2. Roman Religion from the Monuments: I. The Indigenous Gods of Rome and Italy (Illustrated)
PROFESSOR GORDON J. LAING, University of Chicago

Tuesday Afternoon, March 26

Joint Session of the Classical and Modern Language Conferences

Presiding Officer—PROFESSOR A. G. CANFIELD, Chairman of the Modern Language Conference

3. The Classics and the European Revolution of '48
PROFESSOR W. W. FLORER, University of Michigan

Tuesday, March 26, was the seventieth anniversary of the passing of the Freiburg Resolutions, the first document officially demanding a republican form of government

for a united German state secured by a constitution to be adopted by a German parliament. Professor Florer's paper, which will be published, showed how important a place the study of the classics had in the training of the men who led in that first and futile struggle to secure a constitutional government for Germany. Their indebtedness to classical literature for their ideals and inspiration was freely acknowledged by them, as, for example, by Carl Schurz in his *Reminiscences* (I, 87-89).

4. The Classics and Democracy

PROFESSOR A. G. CANFIELD, University of Michigan

"May I venture, as a modern-language man whose interests are at one with those of you teachers of the classics so far as our educational work is concerned, to say a few words to suggest the interpretation of the facts just presented for our democratic American education?"

"It is not at all surprising that these German champions of liberty, defenders of the 'lost cause' of 1848, were men nurtured in the classics. For it is precisely the central and characteristic feature of classical culture to develop the sense of the dignity, capacity, and value of the human spirit, the conviction of the consequent necessity of individual liberty, and the respect for all that goes to enrich the idea of humanity. Its motto has ever been the line of Terence: *Homo sum: humani nil a me alienum puto*. No word has been found to name more fitly the movement which its revival created in the modern world than 'humanism.' Its profound concern is the free play of the human individual, the realization of his various possibilities, the attainment of the full measure of his manhood, and the conservation for the individual life of those spiritual values upon which the long experience of mankind has set the seal of permanence and supremacy.

"Now our time, thanks largely to that country with which we are at war, has seen another and quite different concern gaining the ascendancy—the concern for efficiency. Efficiency looks on the individual as a factor of production, as a subject for organization, as a cog in a vast machine. It deals primarily with the material. Its end is power. It is the natural concern of autocracy. But democracy does not aim at power. When challenged, indeed, as it is now, to desperate self-defense, it must for the moment make the necessary sacrifices to attain it and become as efficient as its enemy. But efficiency can never be its primary and guiding concern. Should it ever be so with our country, we should cease to be a democracy. For democracy too is primarily concerned with the free play of the individual, the development of men and women. Not power, but individual opportunity, freedom to make the most of oneself, equality of privilege, justice between man and man, are its watchwords. It is more concerned that the awkward rustic should unfold the great personality of an Abraham Lincoln than that he should become the most expert and scientific rail-splitter in the world.

"And education in a democracy must be inspired by this fundamental conception. It must not sacrifice the development of the human spirit to the creation of an industrial tool. We must suspect that between *Realschule* and *Realpolitik* there is a certain connection."

5. Roman Religion from the Monuments: II. The Graeco-Italian Divinities (Illustrated)

PROFESSOR LAING

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Wednesday Forenoon, March 27

6. Aegean Civilization before Homer: Troy, Tiryns, Mycenae (Illustrated)
PROFESSOR WINTER
7. Roman Religion from the Monuments: III. The Worship of the Emperors (Illustrated)
PROFESSOR LAING

Wednesday Afternoon, March 27

8. Explanation of an Exhibit Illustrating the Value of the Study of Latin, prepared, on the lines of Miss Sabin's Manual, under the direction of Dr. Arthur P. McKinlay, of the Lincoln High School, Portland, Oregon
9. Roman Religion from the Monuments: IV. The Oriental Cults (Illustrated)
PROFESSOR LAING

Wednesday Evening, March 27

Latin Play in English, Presented by the Classical Club of the
University of Michigan

10. The *Phormio* of Terence. English version by Professor J. Raleigh Nelson, University of Michigan, with adaptation to the modern stage

Thursday Noon, March 28

11. Social half-hour, parlors of the Congregational Church
12. Classical luncheon, basement of the Congregational Church

The Classical and Mathematical Conferences united for this luncheon, at which addresses were given by Professor Wallace N. Stearns, of Fargo College, North Dakota, Professor Arthur H. Harrop, of Albion College, and others.

Thursday Afternoon, March 28

13. Plan and Construction of Roman Highways (Illustrated)
MISS ANNE S. THOMAS, Nordstrum High School, Detroit

Rome's network of highways was so planned that even the smallest towns were connected with the empress city. No obstacle was too great for these ancient engineers to surmount. Dr. Ludwig Friedländer groups the roads into five principal radii, of which three started north from Rome and the other two south.

Itineraries were of course necessary; the Jerusalem itineraries, for example, the itinerary of Antoninus, and the four silver cups found at Vicarello furnish invaluable data.

The aim of the Romans in constructing their roads was primarily military, not commercial. As they extended their conquests they planted colonies and constructed highways in order to hold the territory which they had conquered. Colonization and road-building in Italy well illustrate the Roman plan. Among examples in foreign territory Britain perhaps lends itself most easily to discussion.

From the point of view of construction there were three classes of roads, those of leveled earth, those of leveled earth with graveled surface, and those paved with

rectangular or polygonal blocks of stone or lava. To this third class all the great military roads belong. There were definite rules for constructing them, and these were closely followed, except for possible modifications arising from local conditions. The general type was a massive road from 16 to 30 feet wide, with a bed 3 to 4 feet thick laid in courses.

Gaius Gracchus was the first to provide public roads systematically with mile-stones, and the system was highly developed by Augustus. That emperor set up an inscribed monument in the Forum to mark the central point from which the great roads diverged to the several gates of Rome. The distances on the roads were measured from the gates of the city.

14. Socializing Latin

MISS FLORA I. MACKENZIE, Battle Creek High School

Published in the *Journal of the Michigan Schoolmasters' Club*, Fifty-third Meeting (1918), pp. 32-37; *Classical Journal*, XIV (1918), 56-62.

15. Can Greek Come Back ?

PROFESSOR WALLACE N. STEARNS, University of North Dakota

Published in the *Journal of the Michigan Schoolmasters' Club*, Fifty-third Meeting (1918), pp. 24-29.

16. Discussion of the paper by Professor Stearns

The paper "Can Greek Come Back ?" was earnestly discussed. While there was general agreement in regard to the desirability of bringing Greek back into the high schools, there was much doubt whether this result can be accomplished until there is a manifest change of attitude on the part of the general public toward the ancient classics.

17. Business meeting

18. Ancient Illustrations of the Homeric Poems (Illustrated)

PROFESSOR WINTER

Friday Afternoon, March 29

19. The Western Front Yesterday and To-day (Illustrated)

MISS GRACE GRIEVE MILLARD, Detroit Central High School

This paper presented a study of the geographical features which condition all military movements along the eastern frontier of France and pointed out striking parallels between the military operations of Caesar and those of the great war.

20. Aims and Problems of Junior High School Latin

Discussion, led by PROFESSOR B. L. D'OOGHE, Michigan State Normal College; SUPERINTENDENT R. HAZELTON, Marine City; MISS E. GRACE PALMERLEE, Detroit Southeastern High School; and MISS LAURA N. WILSON, Grand Rapids South High School

Abstracts of the papers by Professor D'Oooge and Miss Wilson are published in the *Journal of the Michigan Schoolmasters' Club*, Fifty-third Meeting (1918), pp. 37-40.

21. Latin from the Viewpoint of the Inspector

PROFESSOR J. B. EDMONSON, Department of Education, University of Michigan

"I am glad to report that Latin is given a very favorable place in the program of studies in the typical Michigan high school. The number of students electing Latin is relatively large and is increasing in many of our schools. The talk, therefore, in some quarters that Latin is on the decline is not well founded when reference is made to the present conditions in Michigan high schools.

"I am especially interested in the place of Latin in the program of studies in the small high school. It is my opinion that Latin is the best foreign language for the small school to offer when the limitations on the program of studies are such as to force a choice. I base this opinion on the following facts:

"I find that Latin satisfies more of the vocational needs represented in the student body of the typical high school than does any other foreign language. For the student planning to enter college the Latin satisfies the usual entrance requirement in the languages. For the student intending to specialize in English or a modern language a knowledge of Latin is imperative. For the student expecting to enter the ministry, nursing, law, medicine, dentistry, or pharmacy a certain minimum of Latin is usually a definite requirement.

"I very frequently tell boards of education that are interested in organizing a so-called practical program of studies that they must certainly give Latin a place because of its large prevocational or preprofessional value, and I have yet to find a board that has refused to admit the truth of this claim.

"I advise the choice of Latin in the small school for the further reason that well-trained teachers are easier to secure for Latin than for the other languages, and in the end the teacher is of more importance than the content of the course. I might also add that the unsolved problems for the small school of aim, method, and content are not as perplexing in Latin as in certain other studies. To mention the various values of Latin that could be classified under such headings as cultural and disciplinary would be to repeat much that is already thoroughly familiar to all of you.

"I have been thinking very much of late about this question: Will Latin continue to hold its present very favorable place in the Michigan schools? I have reached the conclusion that the answer depends on the type of replies given by Latin teachers to these two questions:

"First: Is Latin a profitable subject of study for all high-school students?

"Second: Is it part of the task of the Latin teacher to undertake to convince pupils that Latin is an interesting and profitable subject for study?

"I am convinced that an unequivocal answer to these questions in the affirmative is absolutely essential to the best interests of the work in Latin in the Michigan public schools."

22. Latin from the Viewpoint of the Superintendent

SUPERINTENDENT M. W. LONGMAN, Owosso

Superintendent Longman made an earnest plea for the study of Latin in the high school as a basal subject, which satisfies the requirements of an educational instrument in every particular and contributes background to the pupil's mental life. He urged a more generous provision, in school programs, for the help of pupils by the Latin teacher in study hours, in order to prevent loss of time and discouragement.